



STUDENTS' LISTENING COMPREHENSION OF COMMERCIAL ADVERTISING VIDEOS AT SMK TAMANSISWA 1 PALEMBANG

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ABSTRACT

Studying advertising text is one of the skills that should be mastered by SMK students. It is stated in the 2013 (K13) curriculum for class XII in the odd semester based on core competencies 3 and 4. Hence, this paper describes the students' skills in listening comprehension on video advertisements and determines the level of students' skill categories based on the assessment standards that apply in the research field. The research method uses a quantitative descriptive method. The sample involved 28 students of class XII OTKP 1, which consisted of 20 female and 8 male students. The data collection technique was carried out by using a short description test after listening to and transcribing the advertising videos into written form. The data analysis technique was based on the comprehensive listening assessment rubric, which was adapted and modified by Nurgiyantoro in 2011. The results data of a short essay based on the students' listening comprehension results are described and concluded. Based on the results of the research and discussion, it implies that 1) the research sample is considered to be ingenious in listening to commercial advertisement videos and 2) the average value of the research sample is 74.2 or is categorized to achieve the objectives based on the Minimum Completeness Criteria (KKM) at SMK Tamansiswa 1 Palembang. Thus, it can be concluded that SMK Tamansiswa 1 Palembang student is skilled in listening to commercial advertisement videos, in which twenty-five students achieve scores with the category achieved goals.

Keywords: students' skills, listening comprehension, advertising videos

KETERAMPILAN SISWA SMK TAMANSISWA 1 PALEMBANG DALAM MENYIMAK KOMPREHENSIF VIDEO IKLAN KOMERSIAL

ABSTRAK

Mempelajari teks iklan merupakan salah satu keterampilan harus dikuasai oleh siswa SMK. Hal ini tertuang dalam kurikulum 2013 (K13) kelas XII semester ganjil, sesuai yang tercantum dalam kompetensi inti 3 dan 4. Berdasarkan hal tersebut, tulisan ini mendeskripsikan keterampilan siswa dalam menyimak video iklan dan untuk mengetahui tingkatan kategori keterampilan siswa berdasarkan patokan penilaian yang berlaku di lokasi penelitian. Metode penelitian menggunakan metode deskriptif kuantitatif. Sampel penelitian ini sebanyak 28 siswa kelas XII OTKP 1, yang terdiri dari 20 perempuan dan 8 laki-laki. Teknik pengumpulan data dilakukan dengan tes uraian singkat setelah menyimak dan mentranskripsikan iklan video ke dalam bentuk tulisan. Teknik analisis data berpatokan pada rubrik penilaian menyimak komprehensif yang diadaptasi dan dimodifikasi dari Nurgiyantoro in 2011. Data hasil tes uraian singkat menyimak komprehensif dideskripsikan dan disimpulkan. Berdasarkan hasil penelitian dan pembahasan menunjukkan bahwa 1) sampel penelitian terampil dalam menyimak video iklan komersial, 2) nilai rata-rata sampel penelitian adalah 74,2 atau dengan kata lain berkategori sudah mencapai tujuan berdasarkan Kriteria Ketuntasan Minimal (KKM) di SMK Tamansiswa 1 Palembang. Dengan demikian, dapat disimpulkan siswa SMK Tamansiswa 1 Palembang terampil dalam menyimak video iklan komersial, yakni dua puluh lima siswa mendapatkan nilai dengan kategori sudah mencapai tujuan.

Kata Kunci: keterampilan, menyimak komprehensif, video iklan

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INTRODUCTION

Language skills are inseparable from the four language skills that are interrelated. Generally speaking, listening skills are the same as reading skills. This is because both are passive

and receptive skills. Both of these skills are passive because they only receive information: listening receives information orally and reading receives information in writing. Because they

have similarities, these two language skills also have almost the same division. Listening skills and reading skills both begin with comprehensive skills. Comprehensive listening is broad and thorough, meaning that these skills include listening in general.

Comprehensive listening is the first skill that a person who wants to be skilled in listening should have. The purpose of comprehensive listening is that students are required to be able to analyze a *simakan* material (Lazuari & Murti, 2021). Understanding in communication is needed so that there are no mistakes in capturing information or ideas that are heard. With a good understanding, listeners can give opinions on the *simakan* material (Putri, 2022). Comprehensive listening is the basis of listening skills because before delving into critical listening and creative listening, you must first master comprehensive listening. Listening skills, which are the first level of language skills, are the simplest language skills compared to other language skills. Although it is mentioned that listening skills are the easiest, it turns out that this skill has its own difficulties. This is because there are also listening skills that must use two senses, namely hearing and sight which are applied in listening to videos. In line with the findings of Narapadia, Yulistio, and Suhartono (2019), based on the results of their observations, the problems that occur in students of SMA Negeri 09 Bengkulu City are that there are still insufficient scores in listening learning, lack of motivation in listening learning and there are still students who have not focused when listening learning activities take place. This causes the results of listening learning in schools to be less than optimal and the number of students' scores are still low in listening learning. The same findings were also revealed by Praheto and Sayekti (2017) The results of the observations they made showed that students tend to only record what they see and not to the point of analyzing and even evaluating the material. In fact, what is said to be listening for the student level is the activity of understanding, analyzing, evaluating, and responding to what he hears.

Video media is often used as a learning medium in schools, especially in Indonesian learning. The use of video media for learning is

in line with the results of research conducted by Ernawati & Rasna (2020), the results of her research show that to grow students' listening skills in learning can be done using learning media, using varied learning media in the teaching process is able to facilitate teacher communication with students so as to improve the quality of learning listening to students. There are many learning materials that can use video media, for example in listening and speaking learning. This is because both materials are not only applied in writing, but also orally. The use of video media can help teachers in delivering lesson materials. The significant influence of the use of audiovisual media on the effectiveness of Indonesian learning was also expressed by (Sukma & Evitriana, 2019). By using learning media, teachers do not have to practice learning in front of the class because the teacher can display the videos he has obtained. This certainly makes it very easy for teachers to deliver material. In addition to speaking materials, video media can also be used on listening materials. One of the listening materials found in class XII is listening to advertising texts. The existence of advertising text teaching materials shows that advertising materials are useful materials as teaching materials in high school. Therefore, the material for understanding the structure of advertising needs to be developed in a way of learning (Nirmala, 2018).

Advertising videos have been frequently seen by students, both on television and in other electronic media. Although it looks simple and is often overlooked, advertising can actually be used in Indonesian learning. This is because in the advertisement there are persuasive sentences learned by students. The phrase persuasion in commercial advertisements serves to invite readers to buy the products offered (Nofita, 2021). Related to persuasion sentences, the research conducted by Nofita (2021) identified students as able to identify persuasion sentences in health drink advertisements. Advertising also has many types, such as commercial advertising and public service advertising. These two types of advertising have very noticeable differences. Commercial advertising prioritizes product introduction rather than public service

advertisements that are advisory to the general public. Commercial advertising conveys the advantages and benefits of a product rather viewers who see it become interested in the advertised product. The structure and rules of the advertising text are the basic competencies in the subject matter Indonesian class XII at SMK Tamansiswa 1 Palembang.

LITERATURE REVIEW

Listening is an activity that not only listens to speech but listening activities are an even more meaningful process, namely listening activities to capture the content of the message conveyed with full attention and understanding (Tarigan, 2015). The limitation of listening by hearing is also expressed by Hijri (2016) that listening activities have a meaning that is slightly the same meaning as hearing. Listening includes listening activity, on the contrary, hearing is not necessarily listening. Although they are slightly the same, they are different activities. According to Hijri (2016), listening is only a process of receiving speech or sound by not paying attention to its meaning, while listening is an activity of listening but by paying attention to and understanding the meaning of the speech or sound conveyed. The same definition is also expressed Rahman, Widya, & Yugafiati (2019), namely listening is an activity of listening to oral symbols with full attention, understanding, appreciation, and interpretation with the aim of capturing the content or message conveyed by the communicant.

Comprehensive listening can be interpreted as the success of a meaning to the listener if the message conveyed can be received and understood well, the message conveyed also has the same meaning as what the speaker intended. The main purpose of comprehensive listening is that the message is well received by the listener. The basis of therapeutic listening, critical listening, and appreciative listening activities is comprehensive listening. Considering that the basis of the three types of listening is the understanding of receiving messages that are conveyed well, both delivered with audio and audio-visual media (Sudiati, 2019). The comprehensive listening stage according to

Daeng, Amir, & Hamsa (2010) is 1) the presence of sound stimuli, 2) the sound of the message being received by the ear device 3) the process of paying attention to and selecting the message, 4) giving meaning to the message, 5) responding to the message in the form of feedback.

In the teaching and learning process, learning media is needed. Learning media is needed to facilitate the delivery of messages or learning to students. Hasan, et al (2021) define learning media as a device used to help deliver material in the learning process. The same thing was also expressed by Ramli (2012) and Nurdyansyah (2019) that learning media is a tool used to stimulate students' feelings, attention, and interests, so that the teaching and learning process can run as expected.

There is hardly a single person who specifically listens to advertisements. So, advertisements are always made as attractive as possible so that they can persuade the audience. In fact, sometimes advertising uses all means to achieve its goals. According to Kotler and Keller (2012), advertising is a form of presentation, promotion, non-personal ideas related to goods or services and requires measurable costs. Kotler and Keller (2012) added that this promotional activity is an order from a certain party or sponsor to publish their products. In line with Kotler and Keller, Belch and Belch (2012) revealed that advertising is a paid form of communication; the paying party is the booker or sponsor. According to Haryono (2012), advertising is a form of presenting messages either non-personally voiced or visualized, and financed for a product, service, or idea that can be broadcast through one or more media and financed by publicly known sponsors. Advertising is different from information about an object or service to buy or use. Advertising has the nature of encouraging or persuading us to remember, like, vote, and then buy it. Advertising is an activity of delivering news, but the news is delivered on the order of the party who wants the product or service they sell to be remembered, liked, chosen, and purchased.

One of the advertisements that are often encountered in the community is commercial advertising. This advertisement will be found in

various mass media, both print and electronic. This commercial advertisement is a medium for conveying messages to promote goods or services. The purpose of this advertising is to increase sales of the product being promoted. Advertising influences the audience to buy the product being offered. Commercial advertisements usually contain information about the benefits of the product or service and the value of the advertised trademark. There are two types of commercial advertising, namely strategic advertising and tactical advertising. Strategic advertising is the promotion of a product that aims to develop the company's trademark by making the consumer's mind to recognize that the product exists and is beneficial to him so that the company is still able to establish good relations with consumers in the long term. Meanwhile, tactical advertising tends to encourage consumers to immediately buy their products when the advertising promotion is carried out and the relationship between consumers and companies does not run long.

Ads are directed or aimed at influencing someone to buy a product. The message is conveyed through the media and addressed to the public. According to Kotler and Keller (2012), advertising aims to build awareness of the importance of a product or service, help convince customers to buy, and, distinguish a product/service from another. Advertising is valued for being known as the executor of a variety of communication functions that are important to business companies and other organizations. Here are the common advertisements (Shimp, 2003; Widyatama, 2005):

- a. Informing is providing knowledge to consumers about a new product with all its advantages and benefits.
- b. Persuading is persuading consumers to buy the products offered
- c. Reminding is keeping the products offered always fresh in the memory of consumers
- d. Adding Value is to provide innovation or improvement to the product

Widhayani (2020) divides the structure of building the entire advertising text as follows:

- a. Orientation (the core of an advertisement). In the core part of an advertisement contains the advantages or advantages of a product / service offered.
- b. Body (product name). The body of the advertisement must display the name of the brand/service offered.
- c. Justification (description of the product/service). This item contains a description of the advertisement itself in the form of exposure / identity of goods / services / specifications or can be added with buyer testimonials / recognitions.

The linguistic elements of advertising texts according to Widhayani (2020) are as follows: 1) clear communication (content and emblems), 2) rhetorical style, 3) facts and opinions, 4) picture and persuasion language, 5) use imperative language (requests, solicitations, encouragements, and prohibitions), usually using the words of invitation such as *Ayo* (Let's), dan *Mari* (Come).

REASERCH METHOD

The research uses quantitative descriptive methods. The research was conducted at SMK Tamansiswa 1 Palembang class XII. OTKP 1 in the odd semester of the 2022/2023 academic year which is located at Jalan Taman Siswa No.261, East Ilir District 1 Palembang, South Sumatra. The researcher uses *purposive sampling* techniques in determining samples. The selected sample is class XII. OTKP 1, which have 28 students consisting of 20 women and 8 men. Data collection using test techniques, namely a comprehensive listening test in the form of a brief description. Meanwhile, data analysis techniques rely on the assessment rubric of listening to advertisements modified from (Nurgiyantoro, 2011). The components of this assessment rubric include: (1) the main idea of the advertisement; (2) advertising elements; (3) advertising structure; (4) advertising language; and (5) advertising keywords. For more details, here is a table of comprehensive listening skills assessment rubrics.

Table 1. The Assessment of Listening Skill Comprehension

No	The Components of Advertisement	Score	Max Score
1	Advertising main ideas		
	a. The content of the advertising ideas put forward is very appropriate.	20	20
	b. The content of the advertising ideas put forward is appropriate.	15	
	c. The content of the advertising ideas put forward is quite appropriate.	10	
	d. The content of the advertising ideas proposed is not appropriate.	5	
	e. The content of the advertising ideas put forward is inappropriate.	0	
2	Elements of advertising		20
	a. Find the 4 elements of advertising correctly.	20	
	b. Find the 3 elements of advertising correctly.	15	
	c. Find the 2 elements of advertising correctly.	10	
	d. Find 1 element of advertising correctly.	5	
	e. The advertising element is not found.	0	
3	Advertising Structure		20
	a. The proposed advertising structure is very appropriate.	20	
	b. The proposed advertising structure is appropriate.	15	
	c. The proposed advertising structure is quite appropriate.	10	
	d. The proposed advertising structure is not appropriate.	5	
	e. The proposed advertising structure is inappropriate.	0	
4	Advertising language		20
	a. Find the 4 linguistic elements of the ad correctly.	20	
	b. Find the 3 linguistic elements of the ad correctly.	15	
	c. Find the 2 linguistic elements of the advertisement correctly.	10	
	d. Find 1 element of advertising language correctly.	5	
	e. The linguistic element of the advertisement is not found.	0	
5	Advertisement Keywords		20
	a. The advertising keywords put forward are very appropriate.	20	
	b. The advertising keywords put forward are appropriate.	15	
	c. The advertising keywords put forward are quite appropriate.	10	
	d. The advertising keywords stated are not quite right.	5	
	e. The suggested advertising keywords are inappropriate.	0	
Total			100

Source: (modification of Nurgiyantoro, 2011).

Furthermore, based on the assessment rubric table above, the researchers linked the results of student work to the range of values used as a benchmark for the Minimum Completion Criteria (KKM). This is done to look at the

categories of students' comprehensive listening skills. Details of the benchmarks or assessment guidelines used in SMK Tamansiswa 1 Class XII OTKP. 1 is as follows.

Table 2. Range of KKM SMK Tamansiswa Values 1 Subject Indonesian

Range of values	Criterion	Intervention
91—100	Already achieved the goal	Needs more complex enrichment
70—90	Already achieved the goal	No need for shadows
41—69	Haven't reached the goal yet	Remedial in a specific section
0—40	Haven't reached the goal yet	Remedial across sections

Source: The documentation of SMK Tamansiswa 1 Palembang in academic year 2022/2023

RESULTS AND DISCUSSION

The following is a limited exposure of student work data in doing comprehensive listening questions. The elaboration is as follows.

a. ADS

In a comprehensive listening test in the form of a brief description, the study subjects scored 85. Based on the brief description test, the researcher gave a score of: 20 in the main idea part of the advertisement (the content of the advertisement put forward is very appropriate). The element part of the advertisement, the subject gets a value of 15 (found 3 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 20 (the proposed advertising structure is very appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 15 (the advertising keywords put forward are just right). So, it was concluded that the final value of the research subjects in listening to comprehensive advertising videos was 85 with the category of having achieved the goal.

b. AZ

In a comprehensive listening test in the form of a brief description, the study subjects scored 80. Based on the brief description test, the researcher gave a score of: 20 in the main idea part of the advertisement (the content of the advertisement put forward is very appropriate). The element part of the advertisement, the subject gets a value of 20 (found 4 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 10 (the proposed advertising structure is quite appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 15 (the ad keywords put forward are just right). So, it was concluded that the final value of the research subjects in listening to comprehensive advertising videos was 80 with the category of having achieved the goal.

c. AKL

In a comprehensive listening test in the form of a brief description, the study subjects scored 70. Based on the brief description test, the researcher gave a score of: 15 in the main idea part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 15 (found 3 elements of the advertisement correctly). The advertising structure section, the subject of the study got a value of 15 (the proposed advertising structure is appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 10 (the suggested advertising keywords are quite appropriate). So, it is concluded that the final value of the research subjects in listening to comprehensive advertising videos is 70 with categories that have achieved the goal.

d. AHG

In a comprehensive listening test in the form of a brief description, the study subjects scored 85. Based on the brief description test, the researcher gave a score of: 15 in the main idea part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 15 (found 3 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 20 (the proposed advertising structure is very appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study gets a value of 20 (the advertising keywords put forward are very appropriate). So, it was concluded that the final value of the research subjects in listening to comprehensive advertising videos was 85 with the category of having achieved the goal.

e. EP

In a comprehensive listening test in the form of a brief description, the study subjects scored 70. Based on the brief description test, the researcher gave a score of: 15 in the main idea

part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 15 (found 3 elements of the advertisement correctly). The advertising structure section, the subject of the study got a value of 15 (the proposed advertising structure is appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 10 (the suggested advertising keywords are quite appropriate). So, it is concluded that the final value of the research subjects in listening to comprehensive advertising videos is 70 with categories that have achieved the goal.

f. FRS

In a comprehensive listening test in the form of a brief description, the study subjects scored 75. Based on the brief description test, the researcher gave a score of: 20 in the main idea part of the advertisement (the content of the advertisement put forward is very appropriate). The element part of the advertisement, the subject gets a value of 10 (found 2 elements of the advertisement correctly). The advertising structure section, the subject of the study got a value of 15 (the proposed advertising structure is appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 15 (the advertising keywords put forward are just right). So, it was concluded that the final value of the research subjects in listening to comprehensive advertising videos was 75 with the category of having achieved the goal.

g. FR

In a comprehensive listening test in the form of a brief description, the study subjects scored 75. Based on the brief description test, the researcher gave a score of: 15 in the main idea part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 15 (found 2 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 20 (the

proposed advertising structure is very appropriate). Advertising language section, the subject of the study got a score of 10 (found 2 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 15 (the ad keywords put forward are just right). So, it was concluded that the final value of the research subjects in listening to comprehensive advertising videos was 75 with the category of having achieved the goal.

a. GA

In a comprehensive listening test in the form of a brief description, the study subjects scored 85. Based on the brief description test, the researcher gave a score of: 15 in the main idea part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 20 (found 4 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 20 (the proposed advertising structure is very appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 15 (the ad keywords put forward are just right). So, it is concluded that the final value of the research subject in listening to comprehensive advertising videos is 85 with the category of having achieved the goal.

b. MA

In a comprehensive listening test in the form of a brief description, the subject of the study scored 65. Based on the brief description test, the researcher gave a score of: 15 in the main idea part of the advertisement (the content of the advertisement stated is appropriate). The element part of the advertisement, the subject gets a value of 15 (found 3 elements of the advertisement correctly). The advertising structure section, the subject of the study gets a value of 10 (the proposed advertising structure is quite appropriate). The advertising language section, the subject of the study got a score of 15 (found 3 elements of advertising language correctly). The advertising keywords section, the subject of the study got a value of 10 (the suggested advertising keywords are quite appropriate). So, it was

concluded that the final value of the research subjects in listening to comprehensive advertising videos was 65 with the category of not having achieved the goal.

This research was carried out in three stages. In the first stage, researchers showed a commercial advertising video in the form of a Good Day Freeze coffee drink product. In the second stage, the researcher asks students to transcribe the entire video narrative into written form. The third stage, the researcher corrects, classifies, and concludes the results of student analysis based on the instructions given which are based on the commercial advertising video assessment rubric.

The first stage is for researchers to show an advertising video for the Good Day Freeze beverage product. This 0.15-second ad video, the researcher aired 3 times. Therefore, that students can listen and understand every detail of the narrative in the advertising video, both written and oral, which will later be transcribed into a complete written form.

The second stage is that the researcher asks students to transcribe every detail, both oral and written, in the advertising video into a complete written form. This needs to be done so that students can observe and analyze the advertisement as a whole. The advertising elements is analyzed include the main idea, elements, structure, language, and keywords.

The third stage is to correct the results of student work in the form of analysis of advertising videos that have been listened to. This correction is carried out by relying on the modified assessment rubric from Nurgiantoro (2011). After that, the researchers carry out grouping and inference. This is done by combining the assessment rubric and the assessment categories in the school.

Based on the twenty-eight values of the results of comprehensive listening to the research subjects, it can be seen that there were twenty-five research subjects who received scores with categories that had already achieved the goal (70—90) and three research subjects got scores with categories that had not achieved the goal (41—69). Furthermore, for the total value of the twenty-eight subjects of the study was 2080,

while the average value was 74.2. Thus, in general, it can be concluded that the skills of class XI students of SMK Taman Siswa Palembang is related to the category have reached the goal. This is in accordance with the range of assessment guidelines at SMK Taman students that the scores of 70-90 categories have reached the goal.

In line with the findings in this study that students are able to analyze commercial advertisements well, meaning that they can find persuasion sentences in these advertisements, this is in line with the findings of Nofita (2021). The ability to listen comprehensively to the students of SMK Taman students has achieved the goal inseparable from the use of video media as a learning medium. This finding is in line with what was revealed by (Nirmala, 2018), Ernawati & Rasna (2020), and (Sukma & Evitriana (2019) that advertising is useful material as teaching material in high school and the use of audiovisual media is effectively used in Indonesian learning.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research and discussion, the researcher concluded that the students of SMK Tamansiswa 1 Palembang are skilled in listening to commercial advertising videos. This is proven by the overall average of students' scores as research subjects, namely twenty-five students get scores with the category of having achieved the goal (70-90) of the KKM score range at SMK Tamansiswa 1 in Indonesian Subjects. This means that students do not need to be given remedial or enrichment learning because the learning objectives have been achieved. In addition, if you look at the overall grade point average of twenty-eight students, students scored 74.2 or a good category. Thus, it can be identified that all research subjects have been able to listen to comprehensive commercial advertising which includes the main idea of advertising, advertising elements, advertising structure, advertising language and advertising keywords.

Here are some recommendations that researchers provide: teachers should be able to improve their competence in teaching listening material in schools so that students are proficient in listening. This study can be developed by other

methods so that new things related to listening material will emerge.

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